

# Texas Education Agency Standard Application System (SAS)

<b>2018–2019 Services to Students with Autism</b>				
<b>Program authority:</b>	Texas Education Code, 29.026 as added by House Bill 21, Section 3, 85th Texas Legislature, 2017			<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019			
<b>Application deadline:</b>	5:00 p.m. Central Time, March 8, 2018			
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>			<small>Place date stamp here.</small> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAR -7 AM 10:11 DOCUMENT CONTROL CENTER </div>
<b>Contact information:</b>	Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov			
<b>Schedule #1—General Information</b>				
<b>Part 1: Applicant Information</b>				
<b>Organization name</b>		<b>County-District #</b>		<b>Amendment #</b>
Northside Independent School District		015915		
<b>Vendor ID #</b>		<b>ESC Region #</b>		
1746015904		20		
<b>Mailing address</b>			<b>City</b>	<b>State</b> <b>ZIP Code</b>
5900 Evers Road			San Antonio	TX    78238-
<b>Primary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Rose	M.	Walker	Grants Coordinator	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
(210) 397-7534	RoseMary.Walker@nisd.net		(210) 706-7278	
<b>Secondary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Krista		Garcia	Director of Special Education	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
(210) 397-8742	Krista.Garcia@nisd.net		N/A	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name

Brian

Telephone #

(210) 397-8770

Signature (blue-ink preferred)

M.I.

T.

Last name

Woods, Ed.D.

Email address

Brian.Woods@nisd.net

Title

Superintendent

FAX #

(210) 706-8772

Date signed

3-6-18

701-18-107-002

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information**

County-district number or vendor ID: 015915

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	*See important note for competitive grants	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015915

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015915

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**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will operate as an independent campus or a separate program from the campus in which the program is located, with a separate budget.
4.	The applicant provides assurance that the program will give priority for enrollment to students with autism.
5.	The applicant provides assurance that the program will limit enrollment and services to students who are at least three years of age and younger than nine years of age or are enrolled in the third grade or a lower grade level.
6.	The applicant provides assurance that the program will allow a student who turns nine years of age or older during a school year to remain in the program until the end of that school year.
7.	The applicant provides assurance that the local educational program (LEA) will not charge a fee for the program, other than those authorized by law for students in public schools.
8.	The applicant provides assurance that the LEA will not require a parent to enroll a child in the program.
9.	The applicant provides assurance that the LEA will not allow an admission, review, and dismissal committee to place a student in the program without the written consent of the student's parent or guardian.
10.	The applicant provides assurance that the LEA will not continue the placement of a student in the program after the student's parent or guardian revokes consent, in writing, to the student's placement in the program.
11.	The applicant provides assurance that it will develop appropriate systems and processes to collect and report baseline academic and functional data and achievements for students enrolled in the program as required by TEA.
12.	The applicant provides assurance that it will submit data on the academic and functional achievements to TEA, in a TEA approved format, by the requested date. This data may be the basis for awarding continuation grants.

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**Schedule #3—Certification of Shared Services**

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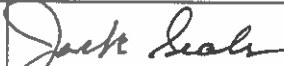

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	Bexar - 015915	Dr. Brian T. Woods	(210) 397-8770	\$391,766
	Northside Independent School District		Brian.Woods@nisd.net	
Member Districts				
2.	La Salle - 142901	Dr. Jack Seals	(830) 879-3073	\$27,175
	Cotulla ISD		jack.seals@cotullaisd.net	
3.	Frio - 082902	Dr. Clint McLain	(830) 965-1912	\$27,625
	Dilley ISD		clint.mclain@dilleysd.net	
4.	Bexar - 015914	Dr. Gail Siller	(210) 368-8700	\$42,110
	Fort Sam Houston ISD		gsiller@fsh.echalk.com	
5.	Bexar - 015913	Dr. Burnie L. Roper	(210) 357-5000	\$39,404
	Lackland ISD		roper.b@lacklandisd.net	
6.	Medina - 163908	Dr. Kenneth Rohrbach	(830) 931-2243	\$38,623
	Medina Valley ISD		kenneth.rohrbach@mvisd.org	

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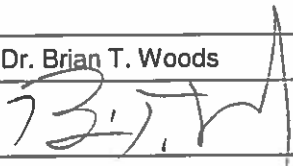

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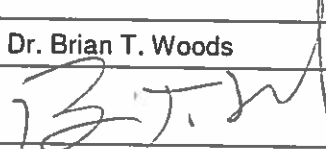
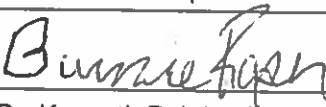
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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 015915

Amendment # (for amendments only):



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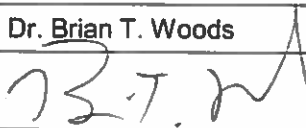
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<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID: 015915			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
7.	Frio - 082903	Dr. N Robert Rodriguez	(830) 334-8001	\$269,216
	Pearsall ISD	<i>N Robert Rodriguez</i>	nobert.rodriguez@pearsallisd.org	
8.	Bexar - 015906	Lance Johnson	(210) 357-2377	\$38,896
	Randolph Field ISD		johnson@rfisd.net	
9.	Bexar - 015907	Dr. Pedro Martinez	(210) 554-2200	\$125,185
	San Antonio ISD		PMartinez@saisd.net	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				<b>\$1,000,000</b>

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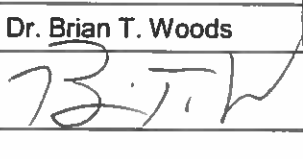
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All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	Bexar - 015915	Dr. Brian T. Woods	(210) 397-8770	\$391,766
	Northside Independent School District		Brian.Woods@nisd.net	
Member Districts				
2.	La Salle - 142901	Dr. Jack Seals	(830) 879-3073	\$27,175
	Cotulla ISD		jack.seals@cotullaisd.net	
3.	Frio - 082902	Dr. Clint McLain	(830) 965-1912	\$27,625
	Dilley ISD		clint.mclain@dilleysd.net	
4.	Bexar - 015914	Dr. Gail Siller	(210) 368-8700	\$42,110
	Fort Sam Houston ISD		gsiller@fsh.echalk.com	
5.	Bexar - 015913	Dr. Burnie L. Roper	(210) 357-5000	\$39,404
	Lackland ISD		roper.b@lacklandisd.net	
6.	Medina - 163908	Dr. Kenneth Rohrbach	(830) 931-2243	\$38,623
	Medina Valley ISD		kenneth.rohrbach@mvisd.org	

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On this date:


Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 015915

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
7.	Frio - 082903	Dr. Nobert Rodriguez	(830) 334-8001	\$269,216
	Pearsall ISD		nobert.rodriguez@pearsallisd.org	
8.	Bexar - 015906	Lance Johnson	(210) 357-2377	\$38,896
	Randolph Field ISD		johnson@rfisd.net	
9.	Bexar - 015907	Dr. Pedro Martinez	(210) 554-2200	\$125,185
	San Antonio ISD		PMartinez@saisd.net	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				\$1,000,000

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 015915

Amendment # (for amendments only):

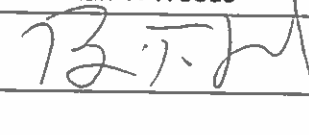
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Member Districts				
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3.	Frio - 082902	Dr. Clint McLain	(830) 965-1912	\$27,625
	Dilley ISD		clint.mclain@dilleyisd.net	
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	Fort Sam Houston ISD		gsiller@fsh.echalk.com	
5.	Bexar - 015913	Dr. Burnie L. Roper	(210) 357-5000	\$39,404
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6.	Medina - 163908	Dr. Kenneth Rohrbach	(830) 931-2243	\$38,623
	Medina Valley ISD		kenneth.rohrbach@mvisd.org	

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**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 015915

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
7.	Frio - 082903	Dr. Nobert Rodriguez	(830) 334-8001	\$269,216
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8.	Bexar - 015906	Lance Johnson	(210) 357-2377	\$38,896
	Randolph Field ISD		johnson@rfisd.net	
9.	Bexar - 015907	Pedro Martinez	(210) 554-2200	\$125,185
	San Antonio ISD		PMartinez1@saisd.net	
10.	County-District #	Name	Telephone number	Funding amount
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11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				<b>\$1,000,000</b>

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 015915	Amendment # (for amendments only):
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	
<p><b>Program Outline:</b> This program aims to serve students with autism and their families within the boundaries of Education Service Center Region 20. Targeted grade levels include early childhood education (Preschool Program for Students with Disabilities which serves children 3-5 years of age). According to the Centers for Disease Control, the prevalence of autism in the school-age population is 1 in 68 children. Northside Independent School District (NISD) will serve as the fiscal agent applying on behalf of Cotulla, Dilley, Fort Sam Houston, Lackland, Medina Valley, Northside, Pearsall, Randolph Field, and San Antonio Independent School Districts (known as The Consortium) because assessments and focused interventions do not exist at this time and to promote the implementation of empirically-based strategies for students with autism in classroom settings. This grant will focus on a strong staff development and parent education components. The University of Texas in San Antonio's (UTSA) award-winning Autism Research Center program has a solid basis in research-based best practice for students with autism, including significant opportunities for meaningful inclusion and appropriate interaction with non-disabled peers. Therefore, UTSA is the most suitable Institute of Higher Education to train educators in an assessment and intervention targeting language and communication, peer interactions, and the development of appropriate behaviors for various settings. The proposed program will expand upon an existing UTSA Registered Behavior Technician (RBT) program to meet the immediate needs of teachers and paraprofessionals in The Consortium. This program will demonstrate thoughtful planning toward the aim of logical replication across the state. UTSA services will provide training on the Stimulus Control Ratio Equation (SCoRE) and related interventions (i.e., referent-based instruction) for educators. Parent training will be an integral part of the program and will be modifiable to the meet the needs of each participating family. The training for teachers/paraprofessionals will be offered as part of an established partnership with the Education Service Center, Region 20 (Region 20) which will serve as the point of contact for interfacing with each of the other LEA's throughout the state to recruit collaborators for our program. <b>Development of Program Budget:</b> All ISDs were invited to meet and work on the budget together. A spreadsheet was made for each ISD, and then a final budget spreadsheet combining all ISD requests was made in order to figure out the total amount requested for award. Funds were equitably allocated to each partner district considering a maximum amount for cost per teacher. Before the ISDs total budgets were added to the final budget, with payment to UTSA, Region 20, and administrative costs for the fiscal agent considered first. <b>Alignment of Participant Demographics with Defined Goals and Purpose of the Grant:</b> All 9 districts combined have an average of 56% economically disadvantaged students. South Texas has a very large Hispanic population. According to an article published in The American Journal of Public Health, studies report lower prevalence of autism among Hispanics than among non-Hispanic Whites. Hispanics are also diagnosed at an older age. Possible explanations include the fact that Hispanic children are much less likely than are non-Hispanic Whites to have health insurance, 3 times as likely to live in households that fall below the poverty line, twice as likely to lack a regular source of medical care, and 1.3 times as likely to experience difficulty accessing specialty care. These data suggest that autism could be underdiagnosed in Hispanic children. By training education professionals to serve students in this very diverse Consortium, assessment and intervention will help many English Language Learners and Bilingual students along with their peers (with autism and general education). Parents will also be empowered with knowledge and resources as the Board Certified Behavior Analyst (BCBA) for each district will conduct parent engagement sessions. <b>Needs Assessment Development, Monitoring, and Updating Process:</b> The needs assessment process was developed in collaboration between the Special Education Department from participating ISDs and other program stakeholders. Student demographics, academic performance, assessment, and intervention capacity were all considered while determining programmatic needs. Day to day operation will be the responsibility of the NISD part-time Autism Facilitator for this grant. Ongoing monitoring of program efficacy will be provided by the Autism Facilitator, who will meet with relevant program stakeholders on a monthly basis to evaluate the program's ongoing success. If changes to the program are deemed necessary, the Autism Facilitator and program stakeholders will collaboratively develop an action plan and implementation time table to address the identified needs. <b>Program Management Plan:</b> NISD has an extensive and successful history of managing an array of Federal and State funded projects due to established structures and procedures that rely on broad-based management and participation. Through planning, writing, and implementation, NISD relies on the Grants Project Manager to identify, convene and communicate with relevant stakeholders and staff. The part-time Autism Facilitator will be a key factor in the management of this grant. This collaboration regularly includes relevant Deputy Superintendent(s), Director(s), Program Specialist(s), Principal(s),</p>	

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 015915

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

and Evaluation Specialist(s). By involving all stakeholders consistently throughout the life cycle of the grant, NISD is able to efficiently and effectively implement grants, ensure all goals and objectives are met and adjust original proposals, as-needed, to maximize program potential and impact. An Advisory Council will be developed under this grant program and at least one member from each ISD will participate.

**Program Evaluation Strategy:** Northside ISD's evaluator will provide program level data that will monitor student usage, and attendance. Data will be collected using District attendance and student enrollment in Special Education services. The Grants Project Manager will monitor professional development records, associated program databases, and equipment inventories, using relevant District records and resources. Student achievement will be determined by pre- and post-measures of an assessments based on the analysis of verbal behaviors, increased participation in inclusive settings, and a decrease in the barriers to learning.

**Grant-Specific Criteria: #1.** The University of Texas in San Antonio's (UTSA) award-winning Autism Research Center program has a solid basis in research-based best practice for students with autism, including significant opportunities for inclusion and appropriate interaction with non-disabled peers. If the training includes Barriers, the resource is freely accessible from the BABAT website (<http://babat.org/wp-content/uploads/2017/07/G-VB-MAPP-Protocol-2017-Barriers.pdf>). Each district's Board Certified Behavior Analysts (BCBA) can become trainers and use free Zoom Video Conferencing to communicate with educators. **#2.** Data will be collected using District enrollment, attendance, and student information system for each ISD. **#3.** Parent training will be an integral part of the program and will be modifiable to the meet the needs of each participating family. It will empower parents with knowledge about evidence-based practices to bridge the gaps between services. **#4.** This program will demonstrate thoughtful planning toward the aim of logical replication across the state. **#1.** The program includes innovative approaches to effectively address the unique academic and functional needs of students with autism, as described in Program Requirement

**#2.** Cultural and linguistic variables may contribute to challenges in identifying children with ASD and contribute to the disparity in the diagnosis of ASD among some racial/ethnic.

**Requirements:** This proposal fulfills all statutory requirements by seeking to supplement, rather than supplant existing programs.

**Fulfillment of Statutory or TEA Priority:**

Application represents a collaboration between multiple LEAs as evidenced by completion of Schedule 3 – Certification of Shared Services, including all applicable signatures.

**Ongoing Commitment:**

The Consortium is dedicated to ongoing commitment to the goals of this grant program and will ensure that funding from other sources is committed to the program after grant funding terminates. This program aims to serve Texas families in our area who have a child with autism by:

- Promoting meaningful inclusion opportunities by strengthening the language skills of students with autism.
  - Providing verbal behavior training to students with autism
    - Measured by pre/post difference on the SCoRE assessment
  - Reducing barriers to inclusion
    - Measured by pre/post differences on the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) Barriers assessment. VB-MAPP is a criterion-referenced assessment tool, curriculum guide, and skill tracking system that is designed for children with autism, and other individuals who demonstrate language delays.
- Training educators to more effectively work with students with autism.
  - Providing inquiry-based, online training for educators providing direct services to students with autism.
    - Measured by pre/post differences on RBT assessment
    - Measured by pre/post differences on inclusion rating scale
  - Monitoring the fidelity of implementation of verbal behavior training within the classroom
    - Measured by fidelity of implementation checklists
- Training parents in incidental language training.
  - Providing monthly training to parents of students with autism.
    - Measured by post-training parent surveys

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 015915				Amendment # (for amendments only):	
Program authority: Texas Education Code, 29.026, House Bill 21, Section 3, 85 <sup>th</sup> Texas Legislature, 2017					
Grant period: May 1, 2018, to August 31, 2019				Fund code/shared services arrangement code: 429/459	
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$ 531,316	\$ 0	\$ 531,316
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 138,928	\$ 0	\$ 138,928
Schedule #9	Supplies and Materials (6300)	6300	\$ 218,426	\$ 0	\$ 218,426
Schedule #10	Other Operating Costs (6400)	6400	\$ 85,885	\$ 0	\$ 85,885
Schedule #11	Capital Outlay (6600)	6600	\$ 0	\$ 0	\$ 0
Total direct costs:			\$ 974,555	\$ 0	\$ 974,555
Percentage% <u>indirect costs</u> (see note):			N/A	\$ 25,445	\$ 25,445
Grand total of budgeted costs (add all entries in each column):			<b>\$ 974,555</b>	<b>\$ 25,445</b>	<b>\$ 1,000,000</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$ 1,000,000
Percentage limit on administrative costs established for the program (15%):					x .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$ 150,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

<b>For TEA Use Only</b>	
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<b>Schedule #7—Payroll Costs (6100)</b>					
County-district number or vendor ID: 015915			Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>					
1	Teacher		2		\$ 100,000
2	Educational aide		2		\$ 40,000
3	Tutor				\$
<b>Program Management and Administration</b>					
4	Project director/administrator				\$
5	Project coordinator				\$
6	Teacher facilitator		1		\$ 68,400
7	Teacher supervisor				\$
8	Secretary/administrative assistant				\$
9	Data entry clerk				\$
10	Grant accountant/bookkeeper				\$
11	Evaluator/evaluation specialist			1	\$ 5,000
<b>Auxiliary</b>					
12	Counselor				\$
13	Social worker				\$
14	Community liaison/parent coordinator		1		\$ 25,000
<b>Other Employee Positions</b>					
15	Grants Project Manager			1	\$ 5,000
16	Title				\$
17	Title				\$
18	Subtotal employee costs:				\$ 243,400
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
19	6112	Substitute pay			\$ 11,500
20	6119	Professional staff extra-duty pay			\$ 145,920
21	6121	Support staff extra-duty pay			\$ 62,352
22	6140	Employee benefits			\$ 68,144
23	61XX	Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs				\$ 287,916
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>				<b>\$ 531,316</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 015915		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$ 138,928</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$ 138,928</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 015915		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$ 218,426.00
<b>Grand total:</b>		<b>\$ 218,426.00</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 015915		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ 85,885
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
<b>Grand total:</b>		<b>\$ 85,885</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 015915			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics of Participants to Be Served with Grant Funds**

County-district number or vendor ID: 015915

Amendment # (for amendments only):

**Part 1: Students/Teachers To Be Served With Grant Funds.** Enter the total number of students and teachers in each grade projected to be served under the grant program. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	106	120	Varies, but 2:1 is average
K	1	1	1:1
1 <sup>st</sup>	0	0	0
2 <sup>nd</sup>	0	0	0
3 <sup>rd</sup>	0	0	0

**COMMENTS** Pre-K information includes the Preschool Program for Children with Disabilities (PPCD). This service provides special education services to children ages 3-5 who have an Individual Education Plan (IEP). Services begin on the child's 3rd birthday. These services are provided at most elementary campuses. PPCD services are provided through a continuum of service options that may include "drop-in" speech therapy, in-class support, or specialized instruction. Decisions about a child's program are made by the Admission, Review, and Dismissal (ARD) committee and are based on the child's assessment information.

**Part 2: Amount of Instruction.** Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Amount of Instruction		COMMENTS
<b>School day hours</b> (ex) 8:30am – 4:30pm	8am – 3pm	Each school district has varying start and end times but the average is being reflected in this schedule.
<b>Number of days in school year</b>	177	Each school district has varying start and end times but the average is being reflected in this schedule.
<b>Minutes of instruction per school year</b>	75,600	Each school district has varying start and end times but the average is being reflected in this schedule.

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 015915

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Personnel from Northside ISD, who will be serving as the Fiscal Agent for the grant, invited collaborating districts (Cotulla, Dilley, Fort Sam Houston, Lackland, Medina Valley, Pearsall, Randolph, and San Antonio ISDs) to complete surveys that identified their needs regarding students with autism. These meetings occurred on February 8, 2018 and February 23, 2018. Some questions included:

List your top five needs in rank order of priority and how those needs would be effectively addressed by implementation of this grant program. *Professional development in the area of research-based autism intervention and assessment was indicated as the highest needs. Other needs specified by the districts included parent training for students with autism, effective methods for collecting and monitoring skill acquisition data and training general education teachers who have students with autism in their inclusive classrooms.*

Is the ISD going to include other educators to be trained such as speech pathologists, etc.? *Most ISDs indicated a need to train other educators besides the special education teacher and Instructional Assistants or paraprofessionals. These staff members support the education of students receiving special education services for autism.*

Do you foresee the need for hiring an individual to monitor the fidelity of the treatment program? *The fiscal agent will hire an Autism Facilitator and graduate students will support the program at the participating ISDs.*

Do the ISDs agree to hiring graduate students to help with this grant?

Can individual districts train parents? Would ISDs want to have UTSA or Region 20 train parents? Are you able to provide parent training in your district? For face to face training, can you provide child care? If parents can't attend meeting, then can they meet online using ZOOM, which we will pay for through this grant? *This question stressed the importance of parental consent and empowering parents to help their child with autism. Since parents are their child's first teachers, and this grant is focusing on early intervention, it is imperative that parents receive all the resources available through this grant which will help their child.*

The proposed project expands upon an existing UTSA RBT program in to meet the immediate needs of teachers and paraprofessionals in Texas and parent-directed training programs to provide a program that is accessible and modifiable to parental/caregiver needs in Texas. One way to address continuity of care is to prepare parents in evidence-based practices to bridge the gaps between services. Involving parents in interventions allows not only for continuity of care, but can improve quality and quantity of care for children with autism, increase parental competency and skills, and decrease parental stress (Hong, Ganz, Neely, Boles, & Gerow, 2016). To meet the needs of autism families in Texas, this project will build upon the theory of behaviorism (Skinner, 1954) and online learning (Wainer & Ingersoll, 2013) to design and implement a parent training curriculum aimed at increasing parental ABA skills. These trainings will be delivered in an asynchronous format with modified behavioral skills training (e.g., written instruction and verbal instruction; Parsons, Rollyson, & Reid, 2012) and individualized feedback on parent chosen skill/behavior. Although online learning is a relatively new format to providing ABA training, research highlights the initial effectiveness of online parent training to assess challenging behavior (e.g., Wacker et al., 2013), treat challenging behavior (e.g., Sues et al., 2014), teach social-communication skills (e.g., Vismara et al., 2013), and acquire general ABA teaching skills such as prompting, shaping, and chaining (e.g., Heitzman-Powell et al., 2014). Parents will be prioritized based on the number of children with autism in the family and their willingness to participate in this program.

Professional development, evaluation tools and focused interventions, parent training, child care, books, iPads and assessment software were identified by all districts which make up The Consortium as needed resources for serving children with autism and supporting their families because the districts currently do not provide consistent factors. The Consortium proposed in this grant program is an exciting endeavor where nine districts will be working with award-winning staff from UTSA on a program which is currently improving the lives of children with autism in military families (2013 Texas Higher Education Coordinating Board grant). These districts will have common identified needs and focused interventions which will inspire collaboration and hopefully replication throughout the State of Texas.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 015915

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Professional Development (Challenging Behavior, Intensive Teaching within the classroom environment, promoting social interaction skills)	The program would provide intensive training to educators who are responsible for teaching students with autism. A total of 8 full days of training will be provided by faculty from UTSA's Autism Research Center.
2.	Language and Communication Skills for Students with Autism including ELL/LEP Students	Faculty at the Autism Research Center have developed an assessment (SCoRE) and intervention that identifies and targets language and communication skills across verbal operants (i.e. requesting, conversational skills, verbal imitation, and expressive labels). Educators from each district will be able to provide training and documentation for students whose primary language is other than English.
3.	Parental Training	BCBA's (Board Certified Behavior Analysts) from each district will provide 10 sessions of parent training during the grant period. The training will discuss ways to promote language and communication in the home and community settings. Other topics will include addressing challenging behaviors and increasing social interaction skills with siblings and peers.
4.	Increasing Capacity for those responsible for teaching students with autism	The grant will provide training for those who are directly responsible for teaching students with autism. As district personnel become training in the SCoRE assessment and intervention strategies, they can then train other educators to implement the strategies in their classrooms.
5.	Increase use of technology to better serve students with autism	The grant will fund technological devices and software to directly assess students strengths and weakness as well as allow educators to track and analyze skills throughout the grant period.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 015915

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	NISD Director of Special Education	The NISD Director will supervise all components of this grant program. The current Director has a M.Ed. and a Superintendent Certification. Duties include overseeing various services to students with identified disabilities and their parents.
2.	Autism Program Coordinator	The Autism Program Coordinator will provide collaborative consultation services to district staff in order to support and improve outcomes for students with special needs, including those with autism and severe behavioral issues, utilizing behavior analysis in the development of individualized education programs. Master's Degree and Valid certification as a Board-Certified Behavior Analyst (BCBA) preferred.
3.	Autism Program Facilitator	The Autism Facilitator, under the direction of the Director of Special Education, is responsible for improving the skills and expertise of school and other ISD personnel to implement the Autism program. The Facilitator will communicate on a monthly basis with the Advisory Council to make sure there is continuous feedback.
4.	Grants Project Manager	Tracks grant expenditures, ensuring that all funds are allocated to support stated grant activities and collaborates with stakeholders in achieving the program goals and objectives. Professional experience includes program evaluation and program management. Duties include program oversight, reporting, and facilitating communication.
5.	Grant Evaluator	This position does not participate in the implementation of the grant, but will oversee all data collection, analysis, and research. The evaluator has a bachelor's degree in Psychology and Philosophy, a Master's of Science in Psychology and grant experience.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Identify students with autism as potential participants in program	1. Each district will identify students who will be invited to participate in the program	05/01/18	06/14/18
		2. Families of students who have been identified as potential participants will be notified of the program and formally invited via school documentation	5/01/18	06/14/18
2.	Train educators to implement empirically based strategies for students with autism	1. Initial training in SCoRE Assessment	06/15/18	08/15/18
		2. Training in effective strategies	06/15/18	08/15/18
3.	Conduct SCoRE assessment to students	1. Conduct SCoRE assessment for each student	06/18/18	08/31/18
		2. Conduct SCoRE assessment as post-measure	06/10/18	7/19/19
		3. Summarize results of SCoRE assessment pre- and post-measures	07/22/19	08/31/19
4.	Parent training led by district BCBA's	1. District BCBA's will begin conducting 1 parent training session per month	09/04/18	06/28/19
5.	Implementation of empirically-based strategies	1. Trained educators begin implementing strategies in classrooms throughout the day	09/04/18	06/07/19
		2. Trained facilitators visit classrooms for additional training, support, and fidelity checks	09/04/18	06/07/19

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 015915

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NISD has an extensive and successful history of managing an array of Federal and State funded projects due to established structures and procedures that rely on broad-based management and participation. Through planning, writing and implementation, NISD relies on the Grants Project Manager to identify, convene and communicate with relevant stakeholders and staff. This collaboration regularly includes relevant Deputy Superintendent(s), Director(s), Program Specialist(s), Principal(s) and Evaluation Specialist(s). By involving all stakeholders consistently throughout the life cycle of the grant, NISD is able to efficiently and effectively implement grants, ensure all goals and objectives are met and adjust original proposals, as-needed, to maximize program potential and impact. The diversity of knowledge, experience and expertise represented through the process ensures that all proposals are considered and approved by a variety of interests. The following are grant management protocols that are observed in NISD:

- District and campus leadership commit to targeted goals and objectives prior to grant submission,
- District Evaluation Specialist ensures that all grants have measureable outcomes and creates evaluation timelines to measure project goals,
- Grants Project Manager creates internal timelines that are approved by all relevant stakeholders,
- Deputy Superintendent(s) and Director(s) are assigned to oversee grant and communicate grant importance and relevance to targeted groups throughout the project period,
- Upon award, monthly grant management meetings are scheduled to assess grant progress and expenditures,
- All proposed project changes are approved by initial stakeholder group to ensure compliance and execution of action.

The culture of NISD compliments this team approach, as senior staff work alongside campus and project staff to contribute to the success of all projects.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Ongoing Related Efforts:** UTSA has piloted The Autism Research Center SCoRE program in conjunction with Region 20 for over five years thanks to many grants. The Autism Research Center is university-based applied behavior analysis (ABA) clinic whose aim is to serve the needs of children with autism and other intellectual disabilities in South Texas. The Autism Research Center is housed within the College of Education and Human Development at the University of Texas at San Antonio (UTSA). The Autism Research Center started its research and treatment efforts for children with autism spectrum disorder (ASD) on January 28, 2013, and meets the criteria for funding through this grant program.

**Plan to Coordinate Efforts for Maximum Effectiveness:** The Grants Project Manager, in conjunction with District Department of Special Education, District BCBA and participating teachers, will ensure that resources are being utilized by campuses and that students demonstrating the greatest need are prioritized for assessment and intervention. The District BCBA will also work directly with participating teachers to ensure that all curriculum takes full advantage of available staff development.

**Ensure All Project Participants' Commitment:** The proposed program was collaboratively developed with input from Departments of Special Education from Cotulla, Dilley, Fort Sam Houston, Lackland, Medina Valley, Northside, Pearsall, Randolph Field, and San Antonio Independent School Districts. This ensures buy-in from all Districts to be implemented at targeted campuses. The program will have the full support of these Departments to ensure that any issues are resolved as quickly as possible. The Grants Project Manager will work with the participating campus and stakeholders to address any concerns or challenges, to ensure ongoing commitment to the program remains beneficial for all stakeholders. The proposed project aligns with the Individuals with Disabilities Education Act (IDEA), the Texas Education Code (TEC), and the Texas Administrative Code (TAC), which is the Commissioner's and State Board of Education (SBOE) Rules which ensures District-wide commitment and support for the duration of the program.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 015915

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Stimulus Control Ratio Equation (SCoRE)	1.	50% average increase in the verbal behavior SCoRE of students with autism as measured by pre/post assessments.
		2.	20% average proportional strength for each individual verbal operants (mand, echoic, tact, sequelic).
		3.	75% average reduction in the level of prompting necessary to facilitate student-to-student interactions.
2.	Fidelity of Implementation	1.	80% average levels of fidelity in the classroom setting as measured by percentage of steps completed correctly on weekly fidelity of implementation checks.
3.	Teacher/Paraprofessional Training	1.	50% average increase in teachers'/paraprofessionals' declarative knowledge of verbal behavior training.
4.	Parent Survey	1.	80% average level of social validity as measured by parent rating scales.
5.	Student Attendance/Performance	1.	90% average attendance level of students who select to take part in this program.
		2.	60% average reduction in the barriers to inclusion as measured by pre/post assessments.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Multiple measures will be used throughout the project to assess the efficacy of our efforts. The primary measures of efficacy will be determined by measuring the difference between students' scores on pre-tests (collected during Summer 2018) and post-tests (collected during Summer 2019). Language gains will be measured with the SCoRE which is designed to evaluate students' functional language. Meaningful inclusion will be measured with the VB-MAPP Barriers Assessment subtest, which measures the student's ability to interact in group settings with typically-developing peers. Additional pre/post testing will be conducted to show gains in teachers' and paraprofessionals' declarative knowledge on verbal behavior interventions for students with autism. All direct care providers who take part in the program will receive 24 hours of verbal behavior training. Prior to and after the training, teachers/paraprofessionals will complete a written test to demonstrate their acquisition of verbal behavior skills and ability to perform the referent-based instruction intervention program. In addition to pre/post measures, ongoing data on treatment integrity will be collected weekly by district behavior specialists and/or UTSA graduate students. These data will be used to assess the extent to which direct service providers are implementing the program as designed. This fidelity of implementation data will be used to assess project delivery throughout the life of the project. Using fidelity checklists, the behavior specialists will collect data on the percentage of steps correctly performed by the teachers during the weekly observations. Performance feedback will be provided for all steps of the treatment performed incorrectly or omitted. Additionally, if treatment integrity falls below 80%, the frequency of supervision will increase to twice weekly until teacher performance improves. Parents of students participating in the program will be asked to complete a survey to demonstrate the social validity of the referent-based instructional program. Using a Likert scale, parents will be asked to provide their perspective of program as it relates to strengthening their child's language skills, affording more meaningful inclusion opportunities, and the quality of parent training. Finally, descriptive statistics will be reported on the following: (1) the number of students with autism enrolled in the program (including demographic data such as age, ethnicity, gender, etc.) along with academic achievement and attendance data; and (2) the number of teachers/paraprofessionals with autism trained (including demographic data such as education level, number of years in the classroom, number of students with autism impacted, etc.).

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015915

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the program will incorporate evidence-based and research-based design and how the program will include effective use of technology. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There is considerable empirical evidence that early applied behavior analysis (ABA) intervention produces large and lasting improvements in the functioning of children with autism. Since the 1960s, a growing body of literature has documented the effectiveness of ABA intervention for individuals with autism. Lovaas (1987) documented substantial functional improvements in a sizeable proportion of children who received comprehensive, intensive, long-duration ABA intervention prior to the age of four. Approximately half of the children in Lovaas' study who received early intensive behavior-analytic treatment for at least 2 years were indistinguishable from their typically-developing peers on cognitive and language test scores by the time they entered school. Moreover, these children continued to function normally into adolescence. Collectively, the research on ABA for children with autism has documented its efficacy teaching new skills and reducing challenging behavior. Standardized test data indicate that cognitive functioning, language skills, and academic performance approaches or exceeds normal levels in many children who received at least two years of ABA treatment. Instruments such as the Vineland Adaptive Behavior Scales also report substantial improvements in adaptive functioning. Similar outcomes have been documented in systematic case studies. Finally, parents whose children received ABA show high satisfaction and reduced stress over the course of treatment in comparison to parents whose children do not receive ABA intervention. Whereas ABA largely focuses on reducing challenging behavior and developing functional skills unrelated to communication, the referent-based verbal behavior instructional program to be employed here applies the principles of reinforcement towards strengthening the communication skills of individuals with autism and other language disorders. This program will integrate the use of technology across multiple project goals. The teacher/paraprofessional training program will incorporate online, interactive video modules. The use of video modules to provide verbal behavior training is substantiated by the literature on training autism professionals and facilitates replication throughout the state of Texas. Additionally, mobile technology will be employed to facilitate data collection and analysis across the multiple districts participating in this project.

**Statutory Requirement 2:** Describe how the program will collect empirical data on student achievement and improvement and use that data to support effective program implementation. The applicant should describe the process by which baselines for these metrics will be established. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the assistance of stimulus control ratios in combination with the SCoRE metric, this project employs an innovative and rigorous methodology for assessing the functional variance of language for students with ASD. Mason and Andrews (2014) used pie charts as stimulus control ratios to depict the verbal repertoire of a child with autism at both the onset and cessation of behavior-analytic intervention. The pre-intervention pie charts are noticeably more skewed than those found in the post-intervention assessment. Underlying this evaluation is the assumption that the fluent speaker's verbal behavior is under proportional levels of stimulus control across these four primary verbal operants. Stimulus control ratios collected for typically-developing students show that each of the four operants are relatively balanced. However, the control ratios of students with autism show disproportionate rates of responding. The control ratio increases in proportion to the complexity of the verbal repertoire. Given appropriate verbal behavior intervention, this trend continues to the point that the level of responding equalizes across the four operants. A perfectly balanced control ratio may be noted as neurotypical children develop, and it is at this level of responding that the individual operants appear functionally indistinct. Moreover, when the stimulus control ratios of students with ASD are compared against the perfectly balanced verbal repertoire, an equation can be developed comparing the levels of agreement divided by agreement plus disagreement to yield a single numeric value summarizing the degree to which the student with autism's language differs from the typically-developing student (Mason & Andrews, In Press; more information available here: <https://goo.gl/cdkAwB>). Accordingly, the student's verbal control ratio may be used to develop an individualized treatment plan (see example: <https://goo.gl/Xx6ufk>), and the resultant SCoRE value may be used to measure treatment efficacy. We will also track the child's level of "instructional setting" to determine their social communication improvement. The measure captures the amount of time spent in general education (compared to special ed.) and will be recorded at the start of the school year (pre) and again at the end (post).

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015915

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the program will incorporate parental support and collaboration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Parents who select for their students to participate in this program will be invited to receive 10 hours of parent training on positive applied behavior analysis strategies for teaching communication and social skills. These trainings will be held monthly throughout the 2018-2019 academic year at Education Service Center, Region 20 in San Antonio. To reflect the local student population, these trainings will be held in both English and Spanish. We will be using the UC Davis Mind Institute's ADEPT Interactive Learning Modules as the primary curriculum (<http://www.ucdmc.ucdavis.edu/mindinstitute/centers/cedd.html>). These trainings will be hosted by our partnering school district's behavior intervention specialists and/or graduate students from the University of Texas at San Antonio.

**Statutory Requirement 4:** Describe how the proposed program will reflect the diversity of the state and how the program can be replicated for students statewide. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The demographics of San Antonio closely reflect those of the state of Texas. According to a 2016 Bexar County Community Health Needs Assessment Report (<http://www.sanantonio.gov/Health/News/Reports>), the demographics characteristics for individuals under the age of 18 breaks down as follows: Hispanic, 68.1%; White, 20.4%; and Non-Hispanic Black/Other Race, 11.5%. By comparison, Texas Education Agency's 2016 Comprehensive Biennial Report on Texas Public Schools lists the following demographics for the state of Texas: Hispanic, 52.2; White, 28.5; and Black, 12.6%. Accordingly, we have selected partner schools throughout the county, both metropolitan and rural, to partner with as part of the SSA project.

A primary benefit to the use of technology for teacher, paraprofessional, and parent training, as well as for data collection purposes, is that it facilitates replication throughout the state of Texas. By using interactive video modules as part of the curriculum, we can easily disseminate this information to anyone with access to high-speed internet (e.g., home, library, etc). Furthermore, in lieu of the face-to-face instruction, our partners at UTSA have successfully conducted applied behavior analysis training for teachers and paraprofessionals who work with students with autism using webinars (Mason & Andrews, 2017).

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 015915

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the program will use innovative approaches to effectively address the unique academic and functional needs of students with autism. Applicants may focus on new and innovative practices, new and innovative ways to remove barriers to effective implementation of accepted practices, or both. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our project aims to substantiate the evidence-base for autism treatments premised upon applied verbal behavior (AVB). Communication deficits are a principal characteristic of the autism spectrum disorder (ASD) diagnosis. Moreover, communication is foundational for teaching functional and academic skills within the school setting. Consequently, more research is necessary to establish a robust evidence base for this promising practice. Teaching procedures premised upon AVB have been developed to increase the language of children with autism, but Sautter and LeBlanc's (2006) review of literature on AVB yielded inconclusive findings. Specifically, Sautter & LeBlanc found that a growing body of research exists to support many of the tenets of AVB, but many areas of verbal behavior research have yet to be addressed. Moreover, Gamba, Goyos, & Petursdottir (2015) argue that most AVB studies to date suffer from problems of construct validity. Skinner (1957) identified four broad functions of language that have been broadly investigated since Sautter and LeBlanc's (2006) call for more research. An updated review of the literature from our laboratory, shows that research across each of these functions has continued over the past 10 years (Rivera, Garcia, Mason, & Andrews, 2017). Consistent with Gamba et al. (2015), we found that poor descriptions of participant characteristics contribute to poor construct validity within this body of research. Specifically, the authors of these articles tend to rely on simple descriptions of language deficits, rather than quantifiable measures. Furthermore, the authors frequently failed to report on all four functions of language. Overall, we conclude that the lack of consistency between and within AVB articles hinders both replication and the ability to synthesize materials across studies. One hypothesis for why issues of construct validity abound within the AVB literature is that multiple control of verbal behavior is generally acknowledged to be the rule rather than the exception (Michael, Palmer, & Sundberg, 2011). In other words, rather than addressing individual functions, as the majority of research has done to date, we propose that AVB instruction should simultaneously focus on addressing all four primary functions of language. We posit that the relative strength of these four operants in relation to one another compose the greater verbal repertoire. The current program focuses on accurate assessment and intervention for students with autism who exhibit language deficits that impact their ability to participate in meaningful inclusion activities. For participants who fit the inclusion criteria, we aim to administer a novel measure called the Stimulus Control Ratio Equation (SCoRE) to determine the extent of their functional verbal repertoire. Using the results of the SCoRE assessment, we will then develop individualized treatment plans for conducting an AVB-based intervention called referent-based instruction (RBI). Referent-based instruction focuses on transferring control across each of the four primary verbal operants identified within the existing AVB literature (Mason & Andrews, 2014; Sautter & LeBlanc, 2006). With the results from the SCoRE assessment, we aim to provide errorless learning through RBI to enhance the communication skills of students with ASD.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015915

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how the program will incorporate meaningful inclusion. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Children with autism will be taught skills that promote interactions with peers with and without disabilities. The emphasis will be on language and communication but will also include address specific behaviors that can impede successful inclusion. Teachers in inclusive settings will be trained in the area of verbal behavior and naturalistic or incidental teaching procedures. All instruction will take part in the natural environment in which students with autism have opportunities to interact meaningfully with their typically-developing peers. Incidental teaching procedures dictate that teachers look for naturally occurring opportunities to strengthen the specific skill deficits of their students. As it pertains to students with autism, these skill deficits are communication and social interactions. For students with autism who agree to participate in this program, teachers and paraprofessionals will be trained to identify opportunities for these students to interact with non-disabled peers and use individualized prompting procedures to promote independent student-to-student interactions.

**TEA Program Requirement 3:** Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ NA – Program will not coordinate with private or community based providers.

In addition to the 9 school districts who have agreed to participate in the SSA program, The Consortium will also be collaborating with Education Service Center - Region 20 to train parents of the students who participate in this project. Region 20 will schedule, coordinate, and host each of the parent trainings throughout the 2018-2019 academic year. The Consortium will also be collaborating extensively with the University of Texas at San Antonio's Autism Research Center ([www.utsa.edu/autism](http://www.utsa.edu/autism)) throughout this project to conduct pre/post verbal behavior assessments, develop training materials, and monitor the provision of services to students with autism throughout the life of the project.

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